DOCUMENT RESUME

ED 109 214 TM 004 673

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TITLE	DPI Criterion-Referenced Pre-Reading Screening Test: Manual.
PUB DATE	74
NOTE	34p.; For related document, see TM 004 692
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Auditory Perception; Basic Vocabulary; *Criterion Referenced Tests; Educational Diagnosis; *Manuals; Perceptual Motor Coordination; *Primary Education; *Reading Readiness Tests; Reading Skills; Screening Tests; *Visual Measures; Visual Perception

ABSTRACT

The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first graders. The areas of pre-reading skills to be screened are (1) auditory perception, (2) letter knowledge, (3) perceptual motor, (4) sentence meaning, (5) visual perception, (6) word meaning, and (7) word recognition. The test is to be given under the direction of a fully certified teacher who has studied the test and understands the directions. For valid results, the test should be administered in groups of 5 or less. (Author/BJG)

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TM 004 673

DPI CRITERION-REFERENCED

PRE-READING SCREENING TEST

[redacted]

MANUAL

Prepared
by
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Louisville Public Schools
Louisville, Kentucky
~~1973~~
1974

PURPOSE

The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first-graders. The areas of pre-reading skills screened are:

Perceptual motor
Auditory perception
Visual perception
Word meaning
Sentence meaning
Word recognition
Letter knowledge

DIRECTIONS FOR ADMINISTERING THE TEST

The test is to be given under the direction of a professionally trained (fully certified) teacher. The teacher should study the test and be sure he understands the directions for administering the test before he begins.

For valid results the test is to be given to small groups -- no more than five at a time.

The exact directions for giving each test item is on the page for each test in the manual. Follow the directions explicitly as they are given. Certain parts of the directions are underlined once. They are to be read only once. Some parts of the directions are underlined twice. They are to be read twice and only twice.

Do not assist the students in doing the test. It is permissible to see that they have their booklets turned to the correct test item and that their attention is directed to the test being given.

Seat the students so they can see the teacher giving the test. Arrange seating so the students cannot see each other's test booklets in order that copying may be prevented.

The test should be administered in one session. However, a short break (approximately three minutes) should be given the students after test item No. 13.

This is not a timed test. Move to the next item when most of the students have completed a task and/or when reasonable time has been given.

In preparing for the testing session, the teacher should fill in the name of the student and other information indicated on the front of the test booklet.

Each student will need:

a pencil
an eraser
a test booklet

DIRECTIONS FOR SCORING THE TEST

Most of the tests are single task activities. An individual test is right or wrong. The raw score for the test is the number right.

Indicate on each page whether the item is right. (See the answer key in the manual). Record the test results on the summary sheet for each student.

INTRODUCING THE TEST

Hold up a test booklet for the students to see.

Say:

"You are going to do some things in this booklet today. In a few minutes I will give each of you your booklet.

"You will do different things on the pages. On many pages you will make an X on a picture. Do you know how to make an X? Watch while I make an X.

> (Demonstrate on the chalkboard or on a chart. Then draw three boxes similar to the ones on most pages. Draw an item in each box, such as a ball, a box, a tree. Give an example of a test item such as -----. "Look at the pictures. Put an X on the picture of a tree." Demonstrate by drawing a large X that covers the box that has a picture of a tree in it.)

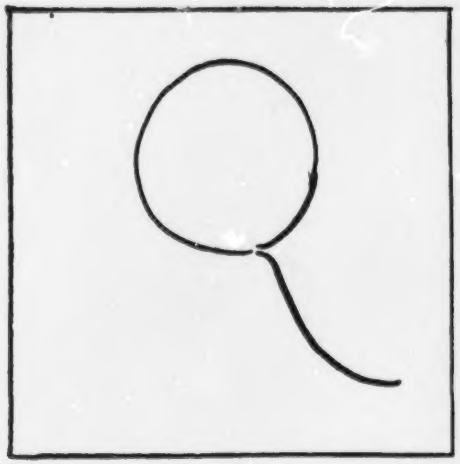
"As you work in your books I will show you the page you are to use each time. You must listen carefully to what I tell you to do. Each of you will use your pencil to do what you are asked to do on each page. You will do your work quietly and not talk as you make X's and draw lines in your books."

Hand each child his test booklet. Do the sample test item with the group. Use a student's test booklet to show the students, rather than the manual, as you explain the procedure for doing the test, and as you show the students which page to turn to so the pages will be exactly like the ones they are looking at.

DIRECTIONS FOR STUDENTS

Sample Item

(The teacher should explain the task the student is to do. Demonstrate on a chart or the chalkboard how the student is to indicate his response. Be sure he understands how to make an X on the picture).

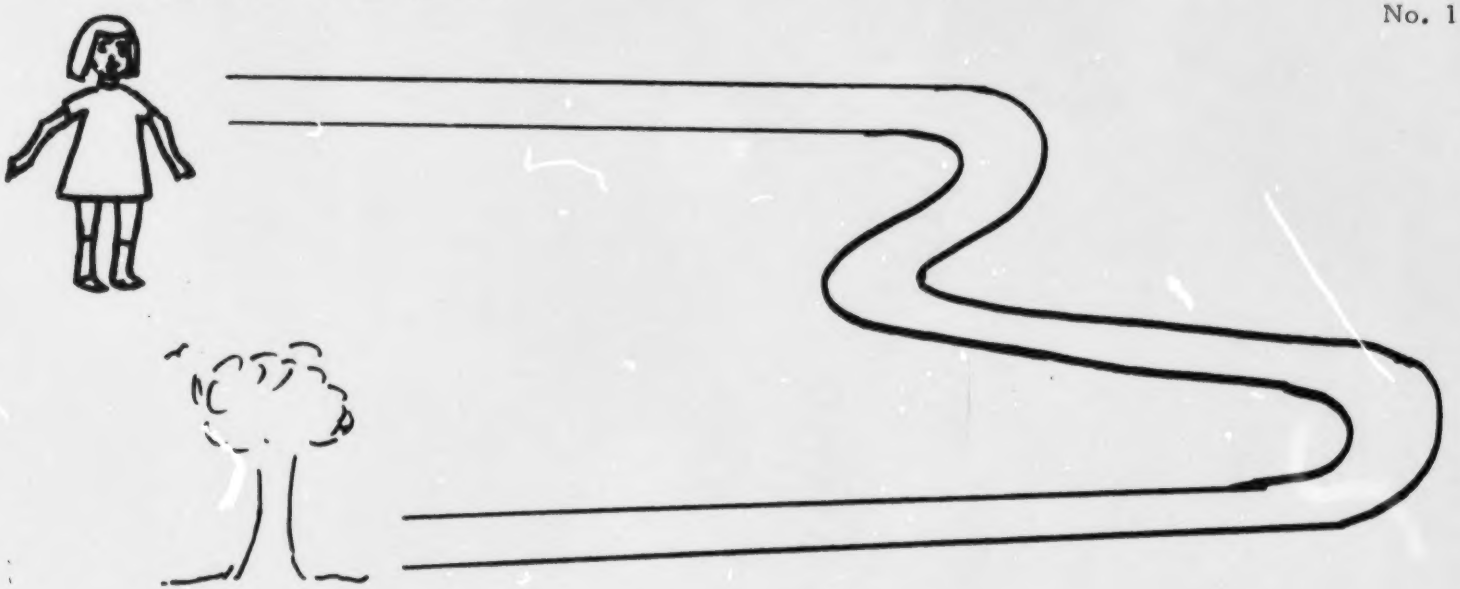


Look at the pictures. MAKE AN X ON THE PICTURE THAT SHOWS A FLOWER. (Repeat the directions underlined twice one more time).

PERCEPTUAL-MOTOR SKILLS

Motor/Eye-Hand Coordination

No. 1



Here is a very crooked path. PUT YOUR PENCIL ON THE GIRL AND DRAW A LINE FROM THE GIRL TO THE TREE. REMEMBER TRY TO STAY WITHIN THE PATHWAY. (Repeat the double-underlined directions one more time).

PERCEPTUAL-MOTOR SKILLS

Visual Memory

No. 2

Here is a square for you to copy. YOU ARE TO DRAW A SQUARE JUST LIKE THE ONE YOU SEE ON THE OTHER SIDE OF THE LINE. (Repeat the double-lined directions one more time).

PERCEPTUAL-MOTOR SKILLS

Left to Right Progression

No. 3

Here is a group of dots. There is no line connecting the dots. TAKE YOUR PENCIL, PUT IT ON THE DOT BY THE WORD 'START' AND CONNECT THE DOTS GOING TO THE WORD 'FINISH'.

(Repeat the double-underlined directions one more time).

PERCEPTUAL-MOTOR SKILLS

Laterality Identification

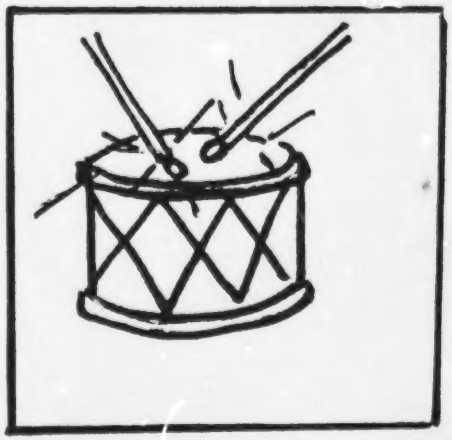
No. 4

Here are three pictures. MAKE AN X ON THE PICTURE THAT SHOWS THE BALL TO THE LEFT OF THE TREE. (Repeat the double-underlined directions one more time).

AUDITORY PERCEPTION SKILLS

Awareness of Volume

No. 5



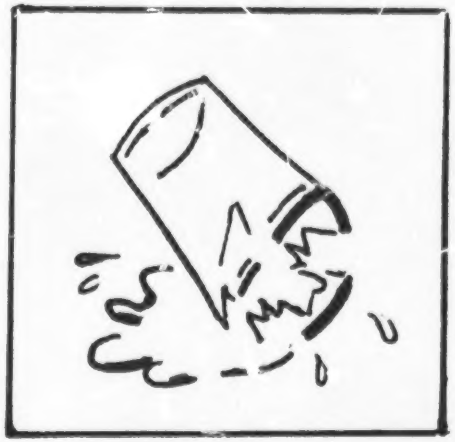
Here are three pictures. MAKE AN X ON THE PICTURE THAT CAN MAKE THE LOUDEST SOUND. (Repeat the double-underlined directions one more).

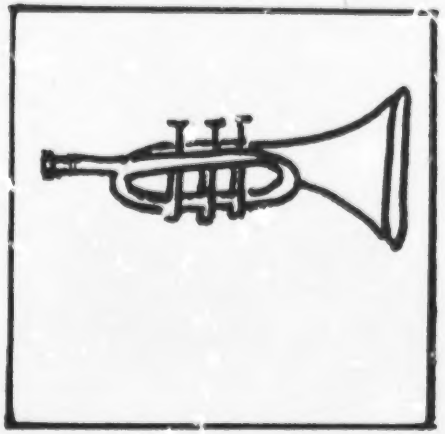
11

AUDITORY PERCEPTION SKILLS

Recognition of Sound

No. 6





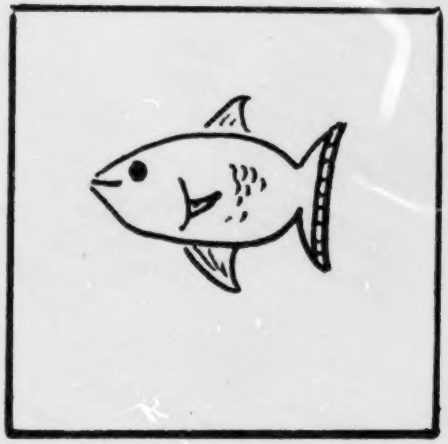
12

Here are three pictures. MAKE AN X ON THE PICTURE THAT CAN MAKE A CRASHING OR BREAKING SOUND. (Repeat the double-underlined directions one more time).

AUDITORY PERCEPTION SKILLS

Auditory Discrimination

No. 7



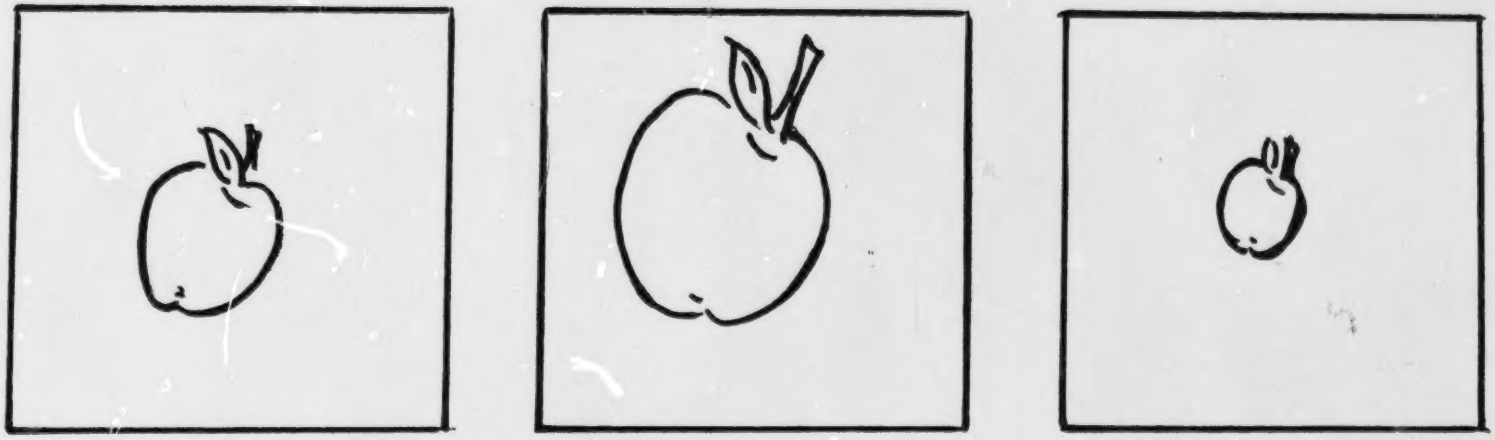
13

Here are three pictures. MAKE AN X ON THE PICTURE THAT RHYMES WITH THE SOUND OF THE WORD MOON. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Size

No. 8



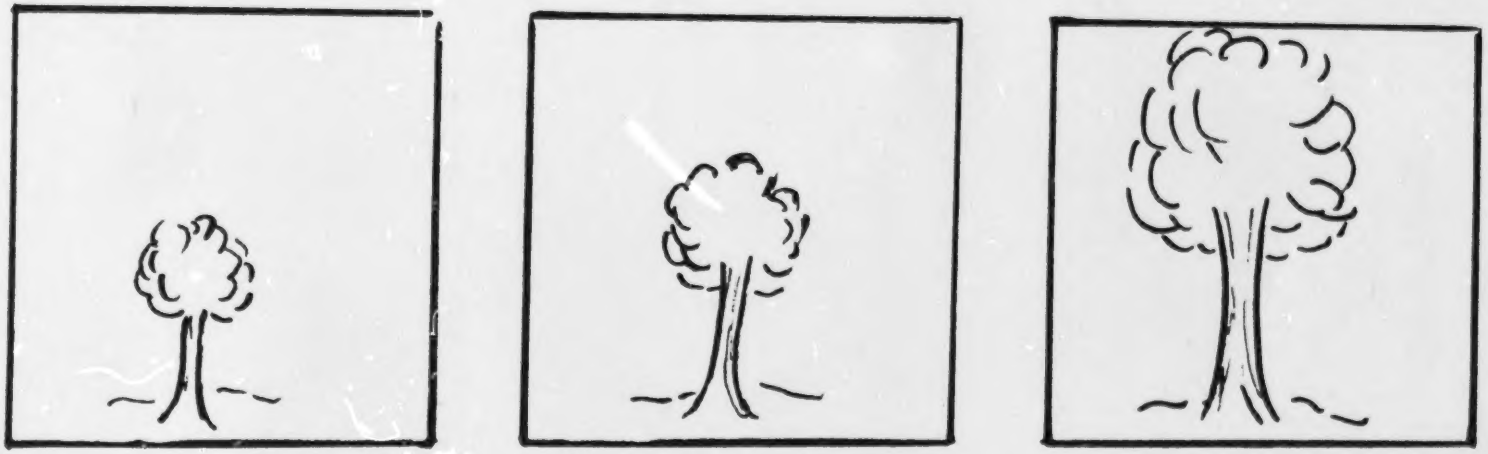
11

Look at the pictures. MAKE AN X ON THE ONE THAT SHOWS THE BIG APPLE. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Size

No. 9



15

Look at the pictures. MAKE AN X ON THE ONE THAT SHOWS THE TALL TREE. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Size

No. 10

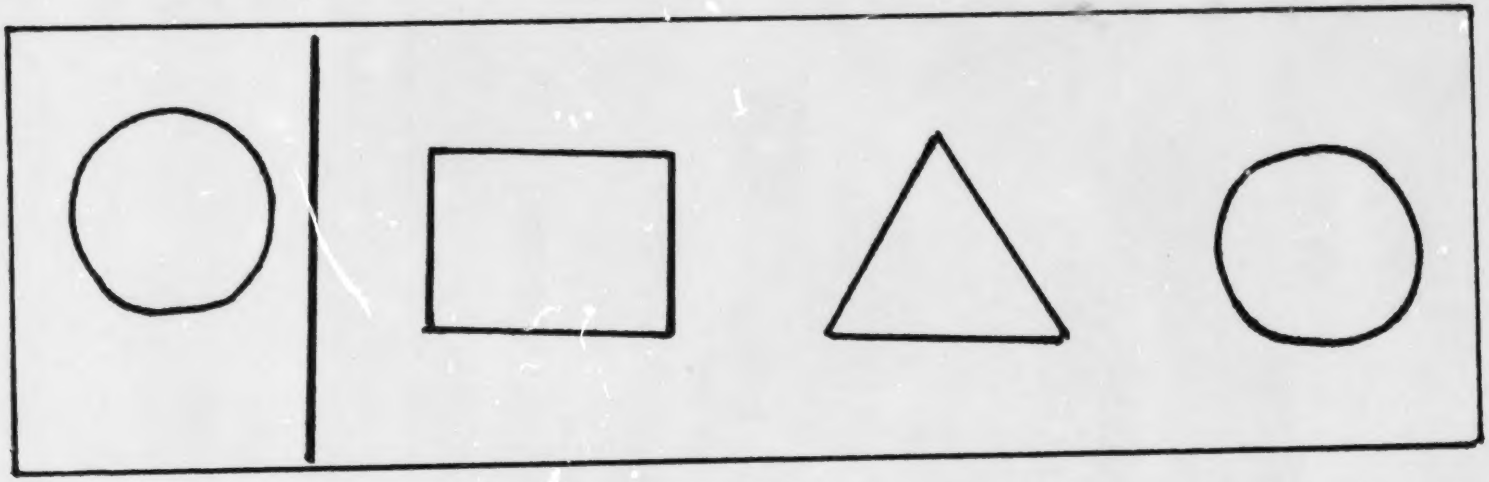
16

Here are three pencils. MAKE AN X ON THE PENCIL THAT IS FAT. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Shape

No. 11



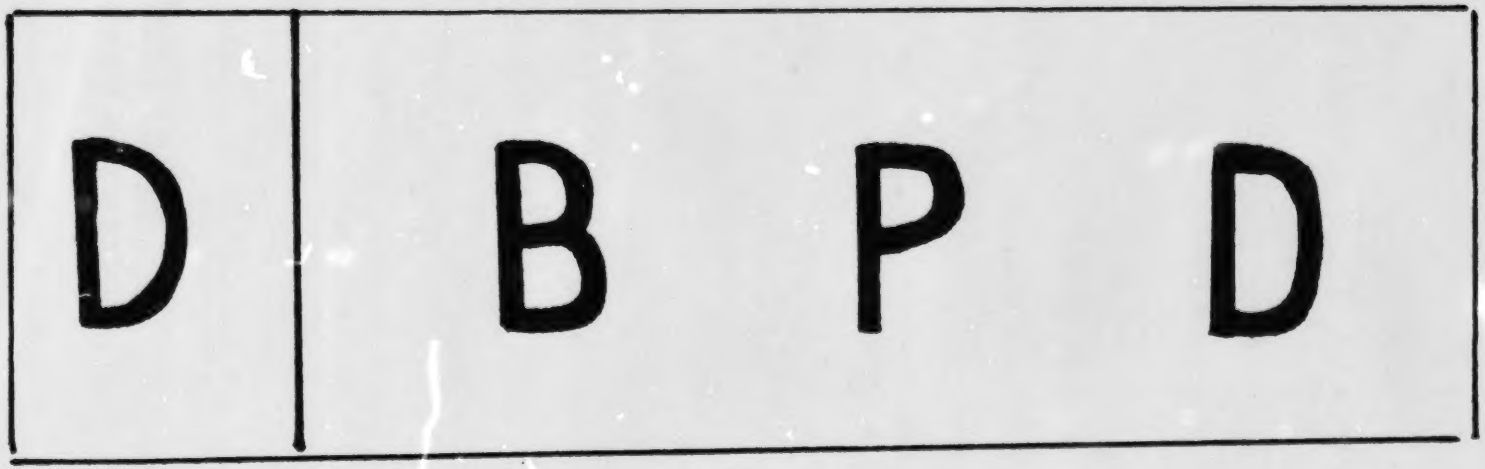
17

Here are some shapes. MAKE AN X ON THE SHAPE THAT IS LIKE THE FIRST ONE. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Letter Discrimination

No. 12



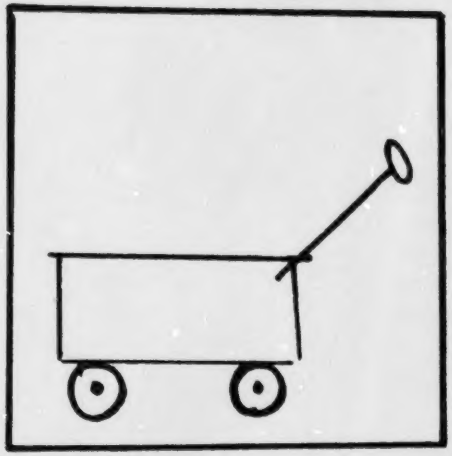
18

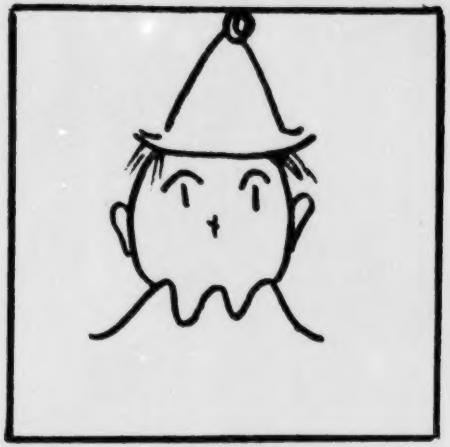
Here are some letters. MAKE AN X ON THE LETTER THAT IS LIKE THE FIRST ONE. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Awareness of Part/Whole Relationship

No. 13





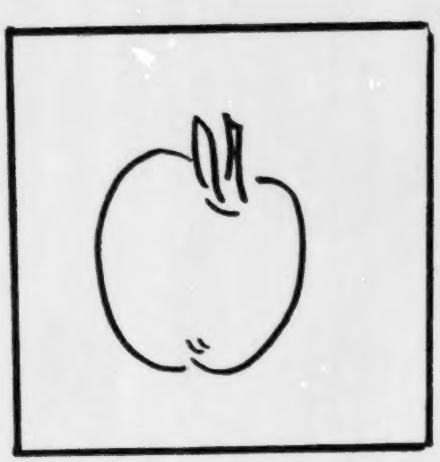
19

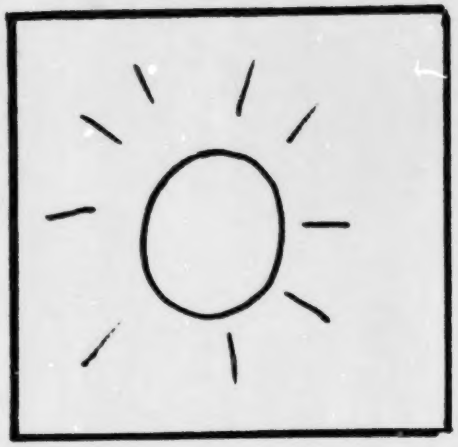
Here are three pictures. MAKE AN X ON THE PICTURE THAT HAS A PART MISSING. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Color

No. 14





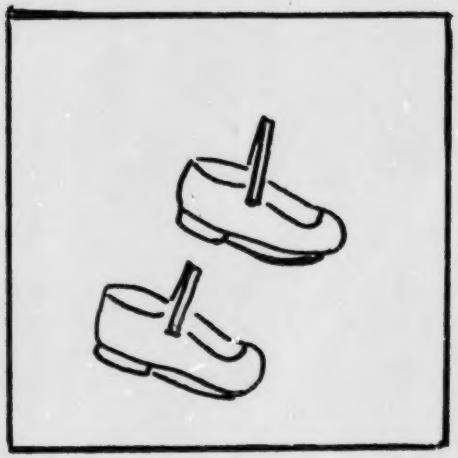
20

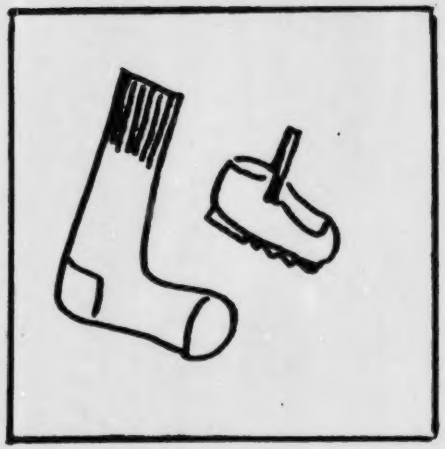
Here are three pictures. MAKE AN X ON THE PICTURE THAT IS USUALLY RED. (Repeat the double-underlined directions one more time).

VISUAL PERCEPTION SKILLS

Recognition of Like Shapes

No. 15





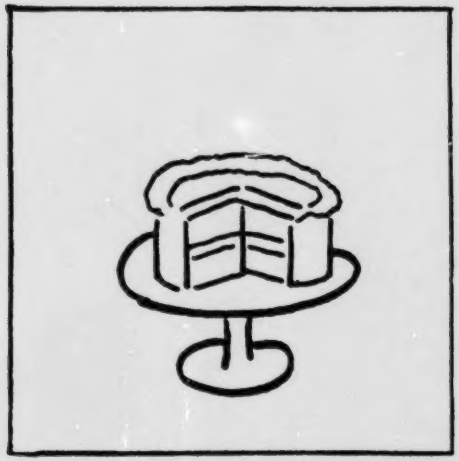
21

Here are three pictures. MAKE AN X ON THE PICTURE THAT SHOWS THE THINGS THAT ARE ALIKE. (Repeat the double-underlined directions one more time).

WORD MEANING

Association of Picture/Concept

No. 16



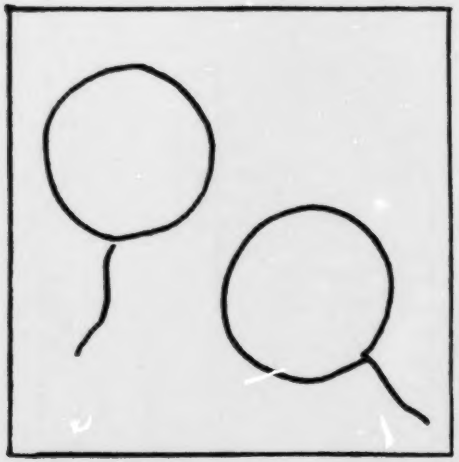
Look at the pictures. MAKE AN X ON THE PICTURE THAT SHOWS SOMETHING TO EAT.

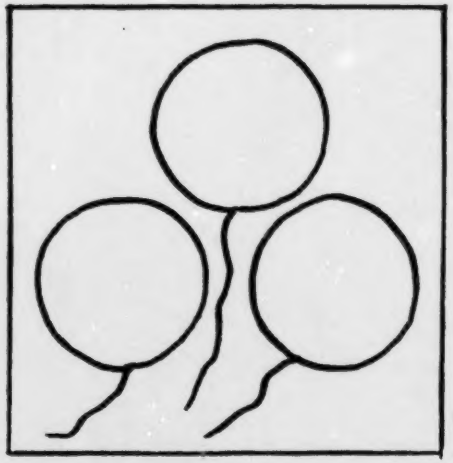
(Repeat the directions underlined twice one more time).

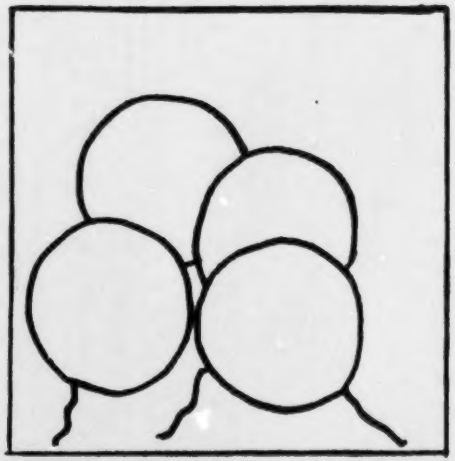
WORD MEANING

Association of Picture/Word
(Number Concept)

No. 17







23

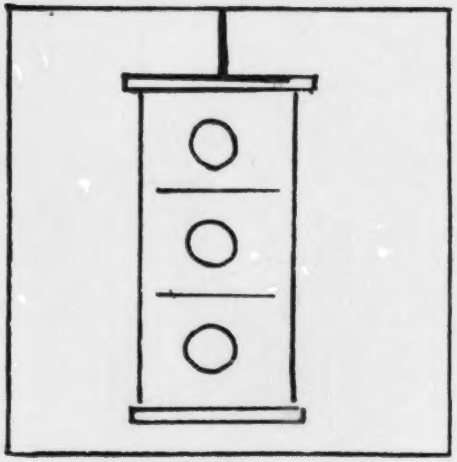
Look at these pictures. MAKE AN X ON THE PICTURE THAT SHOWS ONLY THREE BALLOONS.

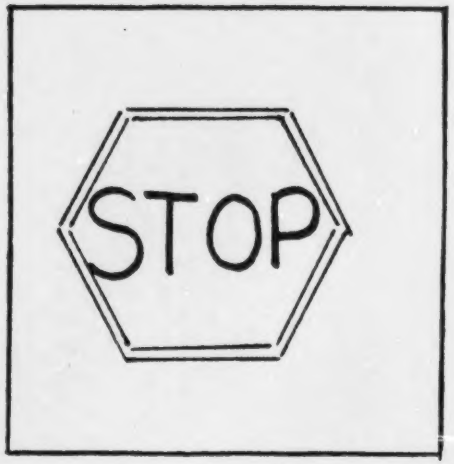
(Repeat the directions underlined twice one more time).

WORD MEANING

Classification

No. 18





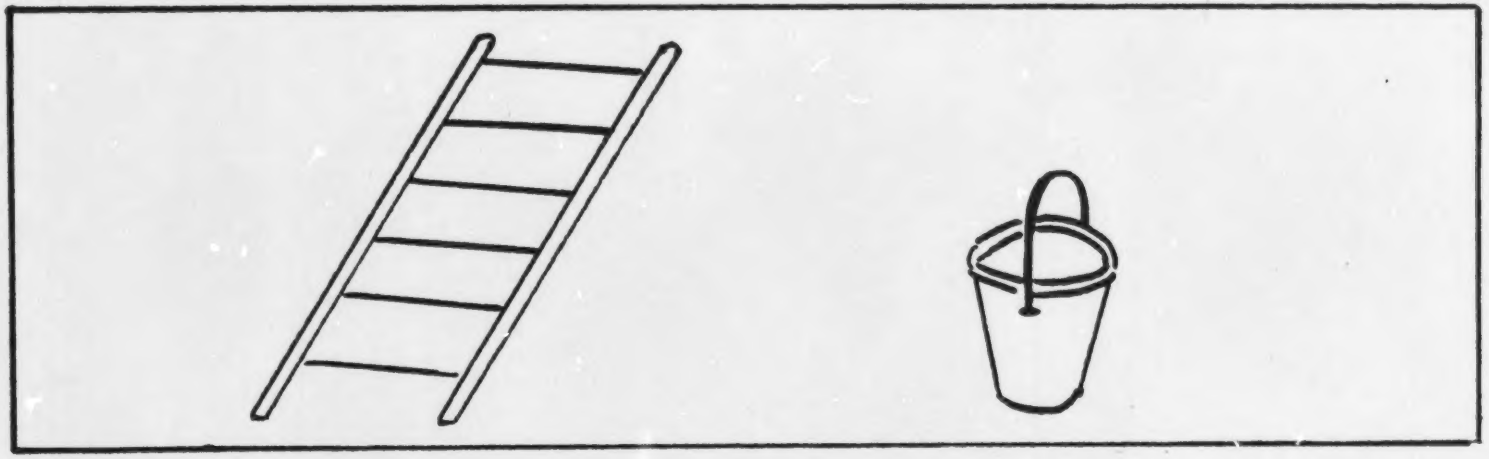
24

Look at the pictures. MAKE AN X ON THE PICTURE THAT DOES NOT BELONG. (Repeat the directions underlined twice one more time).

SENTENCE MEANING

Following Directions
(Place Relationship)

No. 19



25

Here is a ladder and a bucket. Listen carefully to what I tell you to do. I will tell you only one time. DRAW A LINE FROM THE TOP OF THE LADDER TO THE BOTTOM OF THE BUCKET.

SENTENCE MEANING

Following Directions
(Place Relationship)

No. 20

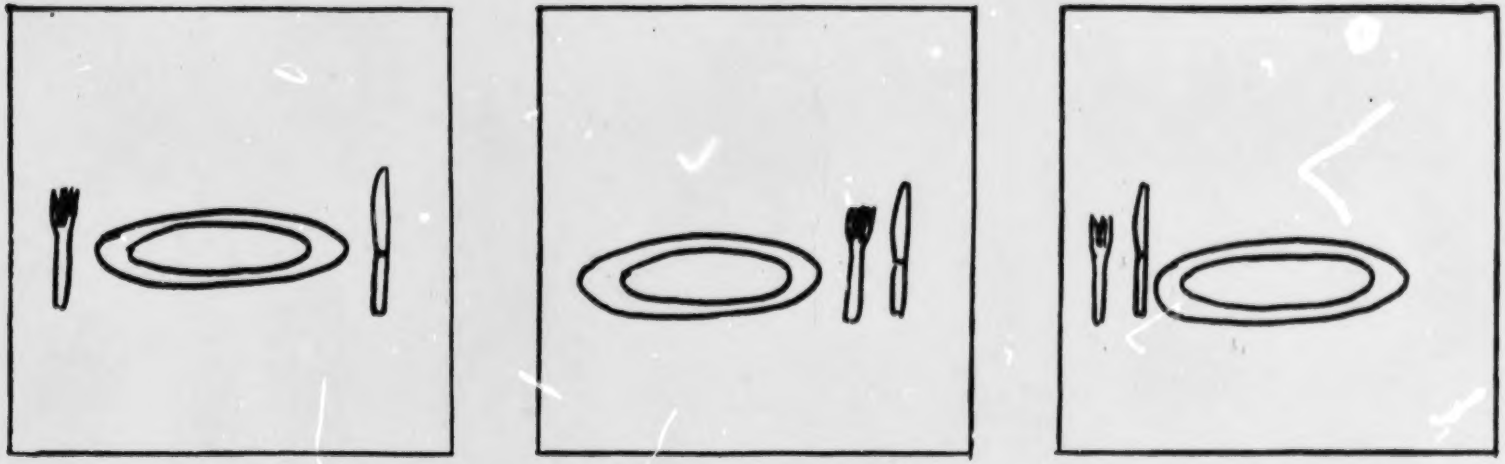
26

Look at the picture of the flower and the apple. Listen carefully to what I tell you to do. I will say it only one time. MAKE A DOT ON THE APPLE AND MAKE A CIRCLE AROUND THE FLOWER.

SENTENCE MEANING

Place Relationship

No. 21



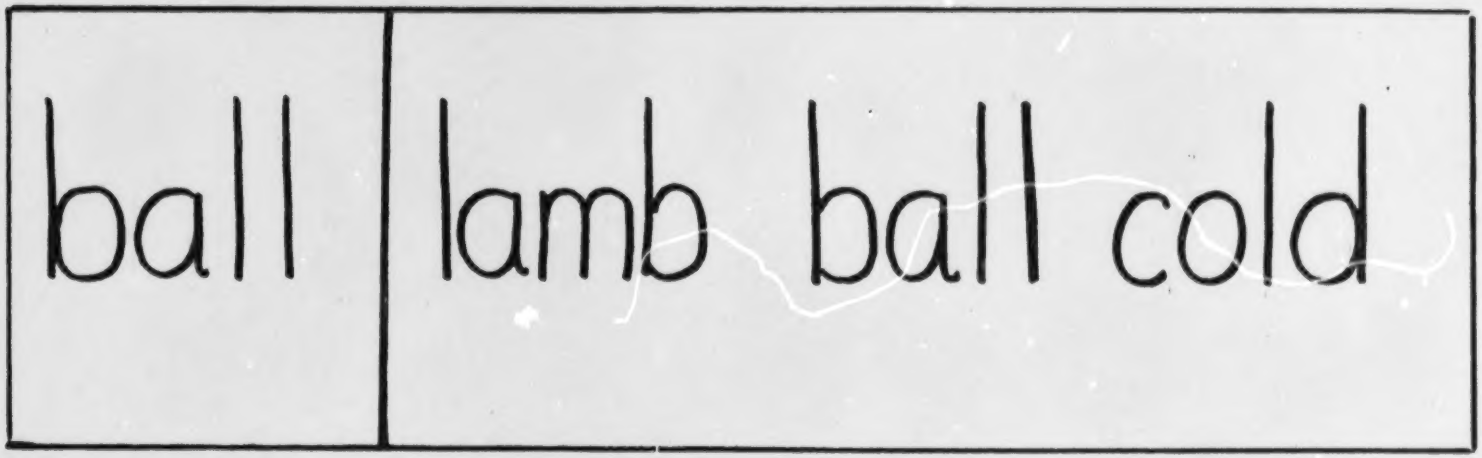
27

Look at the pictures. MAKE AN X ON THE PICTURE THAT SHOWS THE PLATE BETWEEN THE KNIFE AND FORK. (Repeat the directions underlined twice one more time).

WORD PERCEPTION

Recognition of Word Form

No. 22



28

Look at the first word in the square box. Look at the other words next to the first word in the square box. MAKE AN X ON THE WORD THAT IS LIKE THE FIRST WORD IN THE SQUARE BOX. (Repeat the directions underlined twice one more time).

WORD PERCEPTION

Recognition of Word Form

No. 23

street	streat steart street

29

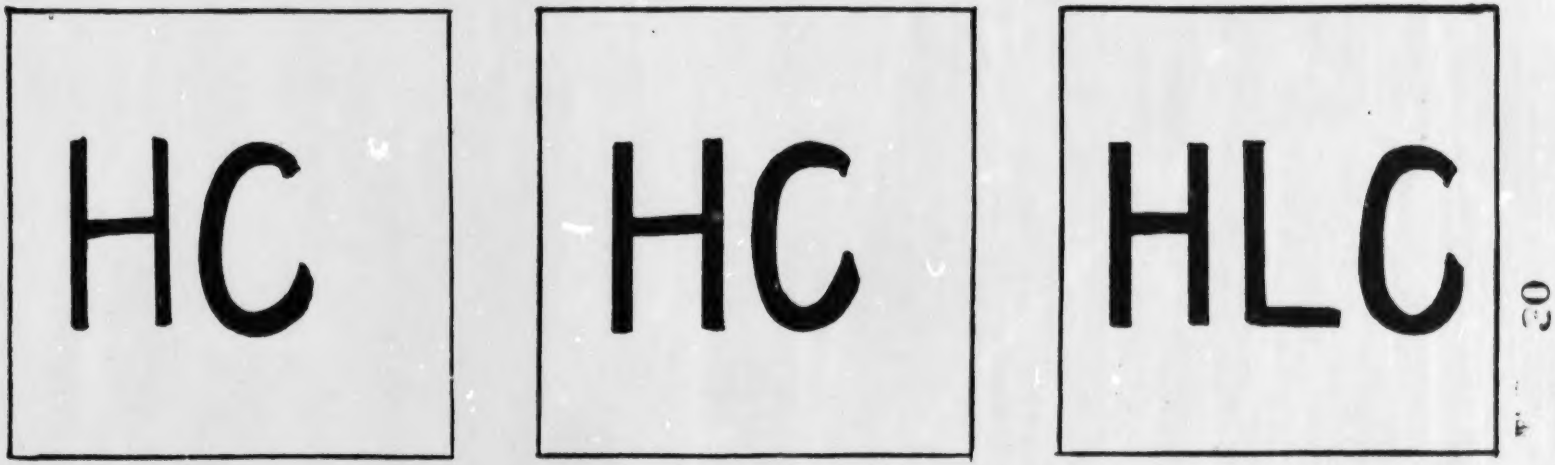
Look at the first word in the square box. Look at the other words next to the first word in the square box. MAKE AN X ON THE WORD THAT IS LIKE THE FIRST WORD IN THE SQUARE BOX.

(Repeat the directions underlined twice one more time).

LETTER KNOWLEDGE

Recognition of Letter Form

No. 24

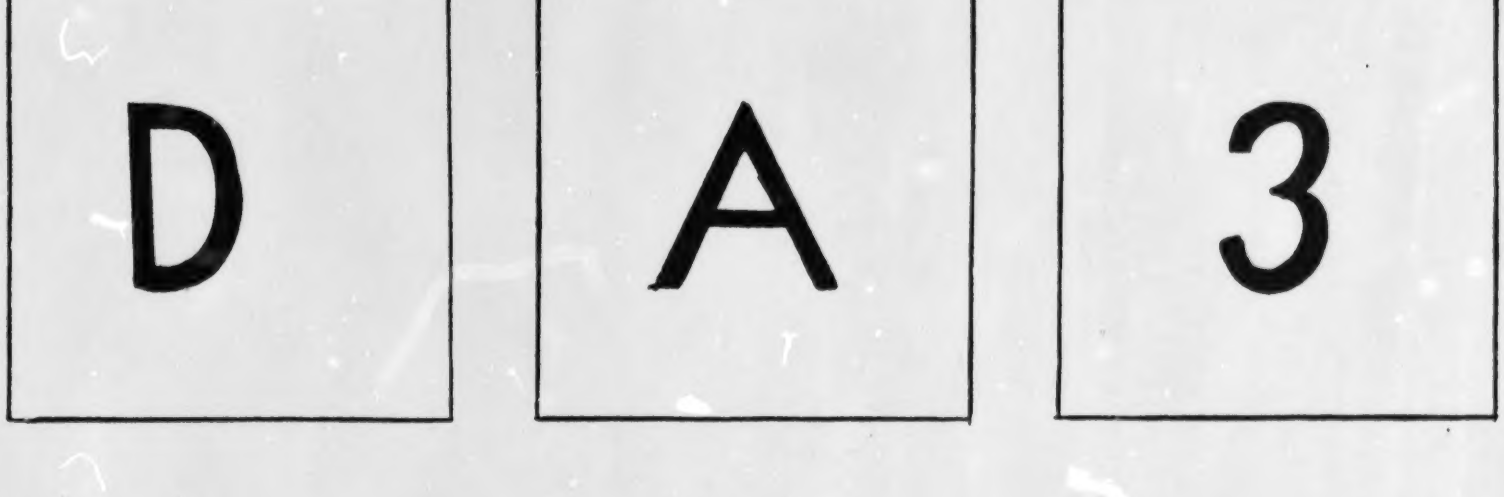


Look at the letters in the boxes. MAKE AN X ON THE BOX THAT HAS THE SAME LETTERS AS THE FIRST BOX. (Repeat the directions underlined twice one more time).

LETTER KNOWLEDGE

Classification of Letters

No. 25



31

Look at each box. MAKE AN X ON THE BOX THAT DOES NOT BELONG. (Repeat the directions underlined twice one more time).

ANSWER KEY

Score one point for each test item if an X is made on the object or picture listed in the answer key. Score others one point as directed.

1. If line is within the double line
2. If there are four corners (right angles and connected) and lines are reasonably parallel and reasonably the same length
3. If the line touches each dot in succession
4. Middle (tree with ball to the left)
5. Middle (drum)
6. First (glass)
7. Last (spoon)
8. Middle (big apple)
9. Last (tall tree)
10. First (fat pencil)
11. Last (circle)
12. Last (D)
13. Middle (mouth missing)
14. First (apple)
15. First (shoes)
16. First (cake)
17. Middle (three balloons)
18. Last (hat)
19. Line must touch somewhere on the top of the ladder and connect with the bottom edge of the bucket
20. Dot must be on the apple and the circle (may be irregular) must surround the flower
21. First (plate between)
22. Ball
23. Street
24. Middle (HC)
25. Last (3)

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SUMMARY-TEST RESULTS DPI CRITERION-REFERENCED PRE-READING SCREENING TEST - LEVEL I

Name _____ School _____ Teacher _____

I. D. No. _____ Date _____

Perceptual Motor	Score		Possible Score
1. Eye-hand coordination	____		
2. Visual memory	____		
3. Left to right progression	____		
4. Laterality identification	____		
Sub-total		____	4

Auditory Perception			
5. Awareness-volume	____		
6. Recognition-sound	____		
7. Auditory discrimination	____		
Sub-total		____	3

Visual Perception			
8. Recognition-size	____		
9. Recognition-size	____		
10. Recognition-size	____		
11. Recognition-shape	____		
12. Letter discrimination	____		
13. Part-whole relationship	____		
14. Recognition-color	____		
15. Recognition-like shapes	____		
Sub-total		____	8

Word Meaning	Score		Possible Score
16. Picture/concept	____		
17. Picture/number concept	____		
18. Classification	____		
Sub-total		____	3

Sentence Meaning (Following directions)			
19. Place relationships	____		
20. Place relationships	____		
21. Place relationships	____		
Sub-total		____	3

Word Perception			
22. Recognition-word form	____		
23. Recognition-word form	____		
Sub-total		____	2

Letter Knowledge			
24. Recognition-letter form	____		
25. Classification-letters	____		
Sub-total		____	2

TOTAL ____ 25

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SUMMARY-TEST RESULTS DPI CRITERION-REFERENCED PRE-READING SCREENING TEST -

Name _____ School _____ Teacher _____

I. D. No. _____ Date _____

Perceptual Motor	Score		Possible Score
1. Eye-hand coordination	____		
2. Visual memory	____		
3. Left to right progression	____		
4. Laterality identification	____		
Sub-total		____	4

Auditory Perception			
5. Awareness-volume	____		
6. Recognition-sound	____		
7. Auditory discrimination	____		
Sub-total		____	3

Visual Perception			
8. Recognition-size	____		
9. Recognition-size	____		
10. Recognition-size	____		
11. Recognition-shape	____		
12. Letter discrimination	____		
13. Part-whole relationship	____		
14. Recognition-color	____		
15. Recognition-like shapes	____		
Sub-total		____	8

Word Meaning	Score		Possible Score
16. Picture/concept	____		
17. Picture/number concept	____		
18. Classification	____		
Sub-total		____	3

Sentence Meaning (Following directions)			
19. Place relationships	____		
20. Place relationships	____		
21. Place relationships	____		
Sub-total		____	3

Word Perception			
22. Recognition-word form	____		
23. Recognition-word form	____		
Sub-total		____	2

Letter Knowledge			
24. Recognition-letter form	____		
25. Classification-letters	____		
Sub-total		____	2

TOTAL ____ 25